AS-51 · AI Smart · Class Kit

AI and Bias: What It Learns from the Internet

A teacher-led discussion catalyst for Grades 9–12. Students see how everyday occupation stereotypes can appear in AI answers, trace where the pattern came from, and discuss how to fix it.

Teacher note

This class kit uses everyday and occupation examples only: scientist, nurse, engineer, teacher, chef, driver, artist, manager. Keep the discussion concrete and balanced.

Avoid politics, religion, sexuality, caste, communal angles, or personal identity debates. The goal is to understand bias as a pattern in data and outputs, not to target any group or student.

1

40-minute class flow

Teacher runs AI live. Class spots, traces, and fixes the pattern.

0–5 min **Hook**

Ask: “When you hear ‘scientist’ or ‘nurse’, what picture appears first?”

5–15 min **Live AI prompt**

Teacher asks AI to describe a typical occupation example.

15–25 min **Pattern spotting**

Class identifies what feels repeated, narrow, or assumed.

25–40 min **Fix it**

Students rewrite the prompt and output to be broader and fairer.

- [ ] Class understands the task: spot everyday bias in an AI occupation answer.

2

Teacher live prompt

Use a neutral occupation example. Keep it everyday and school-safe.

Occupation to test

scientist

COPY-PASTE LIVE PROMPT

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Describe a typical scientist in 5 lines. Then explain what assumptions you made about appearance, personality, background, and daily work.
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TEACHER MOVE

Do not accuse the class or the AI. Ask calmly: **“What pattern do we see? Where might this pattern have come from?”**

- [ ] Class spotted a narrow pattern, assumption, or stereotype in the AI answer.

3

Worked example: scientist

Use this if the live AI answer is too careful or too vague.

SAMPLE NARROW AI ANSWER

> “A typical scientist wears a white lab coat, works in a laboratory, studies chemicals, uses test tubes, and is very logical and serious.”

What pattern appeared?

The answer makes “scientist” sound like one type of person in one type of workplace.

Where might it come from?

Movies, cartoons, textbook images, search results, stock photos, old examples, repeated internet descriptions.

Why does it matter?

Students may imagine fewer possible futures if AI keeps showing one narrow version of a job.

THOUGHT BULB

Bias is not always loud or hateful. Sometimes it is a quiet pattern that makes one version look “normal” and other versions disappear.

- [ ] Class traced the pattern to possible internet/text/image examples.

4

Data → pattern → consequence

Bias becomes easier to discuss when students can see the chain.

1

Internet data

AI learns from lots of text and examples made by people.

2

Repeated pattern

If one version appears often, AI may treat it as typical.

3

AI output

The answer repeats the narrow pattern in a confident way.

4

Real effect

People may feel included, ignored, limited, or wrongly described.

Class question

When is a “typical” example helpful?

> It can make learning quick and simple.

> But it can also hide variety.

Class question

When does “typical” become unfair?

> When it makes one version look like the only normal version.

When it leaves out people who also belong.

CLASS BOUNDARY

Keep examples occupational and everyday. Do not personalise the discussion around classmates. Discuss the AI output, not individual students.

- [ ] Class connected data patterns to real consequences.

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Page 3: how would you fix it?

Students now turn criticism into better prompting and better judgement.

Weak prompt	Problem	Better prompt
Describe a typical scientist.	May produce a narrow stereotype.	Describe 5 different kinds of scientists in different workplaces. Avoid stereotypes.
Describe a typical nurse.	May assume one gender, personality, or setting.	Describe nurses in different settings and avoid assumptions about gender or personality.
Describe an engineer.	May ignore different branches and work styles.	Describe different types of engineers and what problems they solve.

FIX-IT PROMPT

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Rewrite your answer to avoid stereotypes. Show variety in appearance, background, workplace, and personality. If you made assumptions, name them and correct them.
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Class fix-it rule

Example: When AI describes a job, ask it to show variety and name any assumptions.

- [ ] Class wrote or discussed a better prompt that reduces the narrow pattern.

6

Four-page class kit preview

Use this as a printable structure for the lesson.

Page 1 · Hook

What picture appears first?

Students silently imagine a “typical scientist / nurse / engineer / teacher.” Teacher asks what patterns might appear before using AI.

Page 2 · Spot the pattern

Run the AI prompt

Teacher shows the AI answer. Class spots repeated assumptions about workplace, personality, appearance, or daily work.

Page 3 · Trace and fix

Where did it come from?

Students connect internet examples to AI output, then rewrite the prompt to show variety and avoid stereotypes.

My bias-check question

Students complete: “When AI describes people or jobs, I will ask _____.”

7

Student exit ticket

End with one small action, not a lecture.

When AI describes people or jobs, I will ask...

Example: Is this showing variety? What assumptions did it make? Who might be left out?

CLASS CLOSER

Bias is a pattern. Once you can see the pattern, you can question it, check it, and ask AI for a fairer answer.

- [ ] Students completed the bias-check exit ticket.

Teacher wrap

Final board line: **“AI can repeat patterns from the internet. I can ask: what assumption is hiding here?”**

- [ ] Class saw bias as a concrete pattern in an everyday occupation example.
- [ ] Class traced the pattern to data and repeated examples.
- [ ] Class practised fixing the prompt and output without drifting into forbidden topics.